

# Education

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## Ontario


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Education

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 Ministry of  
Colleges and  
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 The Honourable Gregory Sorbara  
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## Ontario-China exchange launched

Ontario scholars can now explore traditional Chinese culture while witnessing the developing industrialization and technology of modern China through an educational exchange linking the twin provinces of Ontario and Jiangsu.

The exchange, which will see Canadians study and teach in China while their Chinese counterparts attend postsecondary institutions in Ontario, is one of the first acts of the formal twinning of the provinces that occurred in 1985.

Premier David Peterson unveiled a plaque marking the construction of the Ontario-Jiangsu Science and Technology Centre as part of his 16-day visit to the Far East, Sept. 26 to Oct. 12. Jiangsu's governor, Mme. Gu Xiulian, visited Ontario to announce the twinning in 1985.

Jiangsu, with a population of more than 65 million people, is China's most densely populated province. It has 71 colleges and universities, the largest number of postsecondary institutions in China.

"This exchange has the potential to be better than other programs because we are conscious of the intent to blend the goals of academia with improved trade relations," said Bernie Frolic, member of the Joint Centre on Modern East Asia, which administers the exchange.

"There's a much wider range of courses and opportunities in Jiangsu than were previously available for Canadian students studying in China," he added.

Although many of the programs

highlight traditional Chinese language, culture and history, the exchange also focuses on modern China as that country moves into international trade and finance.

Ontario students can study acupuncture, Chinese classical literature, hydrology, nuclear theory and solid state physics.

"The goal of the program is to enhance relations with China and particularly with Jiangsu in both cultural and economic areas through the flow of students

through the provinces," said Bill Summers, of the Ministry of Colleges and Universities.

Two Ontario scholars left Canada on Sept. 1 on the first part of the exchange. Brian Barrow and Linda Dial, both from Toronto, will study 20th-century Chinese history and Chinese economy and trade respectively. Mr. Barrow is a recent graduate of the University of Toronto while Ms. Dial completed her studies at York University.



Girls who attended the Student Leadership Centre in Orillia this past July receive instructions for their next activity. For more information on how these and other students spent their summer, see page 2.

## Additional funding for faculty renewal

The Ontario government is providing additional funding to assist in faculty renewal and staffing at the province's universities and community colleges.

Colleges and Universities Minister Gregory Sorbara announced that the province has allocated \$84 million for faculty renewal at Ontario's universities over the next 10 years, while increasing the 1986-87 operating grant to community colleges by \$60 million. This brings the total operating support to community colleges this fiscal year to \$588.1 million.

As stated in the May 13 budget, the faculty renewal component of the University Excellence Fund provides for 500 new faculty appointments between now and 1991. Each of these appointments will be supported for a five-year period, and as such the program will be funded until 1994-95.

New workload provisions in the recently-negotiated contract for community college teachers permit more contact between teachers and students and offer greater opportunities for faculty to keep abreast of developments in their particular fields. The additional operating support will also enable colleges to hire new faculty as well as offer more teaching opportunities to women.

The workload provisions in the new contract also mean that nursing faculty will be treated as teachers in postsecondary programs. Historically, nursing faculty, 96 per cent of whom are women, were required to teach more hours than other postsecondary instructors.

## Support groups to assist implementation of new bills

Two new support groups have been established to assist with the implementation of Bill 75 and Bill 30.

Mariette Carrier-Fraser, Assistant Deputy Minister for Franco-Ontarian Education, has been chosen to head the Bill 75 support team. She assumed her new responsibilities Aug. 1, 1986.

The Bill 75 group is located on the 22nd floor of the Mowat Block and can be contacted at (416) 965-2190.

J. Frank Clifford, Executive Director of the Education Services Division, has been chosen to head the Bill 30 group. He also assumed his new responsibilities Aug. 1.

This group, which is working closely with the Planning and Implementation Commission, is located on the 19th floor of the Mowat Block; telephone (416) 965-5624.

Mme Carrier-Fraser remains as Assistant Deputy Minister for Franco-Ontarian Education, but some of her current responsibilities

have been temporarily undertaken by Laurier Bradley.

Mr. Clifford retains his current position during his tenure as head of the Bill 30 support group, but

his administrative responsibilities have been assumed by Duncan Green, Assistant Deputy Minister, Education Programs.

## Committee to review teacher education

A review of teacher education in Ontario is currently underway and is focusing on four areas: admission into teacher education programs, pre-service education, orientation and ongoing education.

The study's principal goal is to generate a description of an appropriate teacher education program for the future, including preparation and ongoing professional development.

The Ministry of Education and the Ministry of Colleges and Universities have named Dr. Michael Fullan and Dr. Michael Connelly, from the Ontario Institute for Stud-

ies in Education, as the principal researchers to assist the 11-person steering committee.

The main task of the researchers is to develop a position paper on teacher education, which will be distributed widely for public response. It is expected that the position paper will be completed by December, 1986.

Inquiries should be directed to J. Frank Clifford, Executive Director Education Services, Ministry of Education, Mowat Block, Queen's Park, 900 Bay Street, Toronto, M7A 1L2, Telephone (416) 965-5624.

## Graduate scholarship award increased

The value of the Ontario Graduate Scholarship award will be increased by approximately 20 per cent for the 1986-87 competition.

The increase in the award value will be to \$2,920 from \$2,435 per term of study, for a total of \$8,760 for three semesters.

The purpose of the Ontario Graduate Scholarship Program is to promote excellence at the graduate level in Ontario's universities. A total of 1,200 scholarships are offered every year to full-time students enrolled in Ontario's universities at the masters and doctoral level.

Applications for the 1987-88 Ontario Graduate Scholarships competition are now available in the graduate offices of Ontario's universities. They can also be obtained from the Ontario Ministry of Colleges and Universities, Student Awards Branch, Mowat Block, 8th floor, Queen's Park, Toronto, Ontario M7A 2B4 (Phone: (416) 965-3208).

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# STUDENT ACTIVITIES: SUMMER 86

## Don't drink and drive, say Arrive Alivers

Elizabeth Wilson knows the damage drinking and driving can cause. Both her older brothers were passengers in separate drinking-driving accidents. One suffered a brain injury as a result; the other was left with some memory loss.

This past summer Elizabeth did her best to ensure that others don't experience tragedies similar to her past. She was one of four students from Listowel Secondary School who spread the word to area residents about the dangers of mixing alcohol with automobiles.

The Listowel students, and 82 others like them throughout Ontario, brought their enthusiasm and ideas to the "Arrive Alive '86" program. Sponsored by the Ministry of the Attorney-General, the program was designed to educate Ontarians about the ministry's anti-drinking-driving program. The students were paid \$4 an hour for a maximum of six weeks, but the program's aim was to give the students valuable experience they could use in the future.

Students delivered the "don't-drink-and-drive" message via posters, pamphlets, shopping mall

displays and personal talks with business people, friends, and neighbours. They hauled smashed cars into malls, onto parade floats, and into town squares as a reminder of the damage drinking and driving can do. Others used theatre, puppet plays, and radio talk shows to tell people not to drink and drive.

Alma Beard, the co-ordinator of "Arrive Alive '86," said statistics show that more people are killed and injured on highways in the summer months than any other time of the year, and alcohol is involved in a large percentage of them.

"The project was aimed more at community awareness than anything else," Ms. Beard said. "We'll be evaluating the effectiveness of the students' activities from the summer to determine what worked best. We'll be able to suggest to other groups in the future what resources might be available to them."

The Listowel students took a preventive approach and arranged activities in the park with younger children who were not old enough

to either drink or drive. They also distributed pamphlets at local fairs and softball games and talked with business leaders and service club members.

"Even if it helps one or two people it helps a lot," Elizabeth Wilson said.

Angie Karst, a fellow Grade 13 student, added that while there are those who still drink and drive, the attitudes among young people seem to be changing.

"It was always a big thing to go out and party and drink a lot, but it's not as much anymore," she explained. "Life's too precious to waste on something like that."

Nevertheless, Laurie Linsemen, another Grade 13 student, said convincing people of the dangers of drinking and driving and replacing it with other activities is difficult because alternatives are scarce. In rural areas, people often drive to where they're going to be drinking, she added.

They all agreed that some 16 and 17-year-olds were difficult to reach. "Drinking is an escape mechanism (for teenagers)," said Laurie. "If they drink they think

they're in control, but in fact, it's the opposite."

Added Angie: "People who drink and drive and survive say 'see, I can do it.'"

Students from Owen Sound's West Hill Secondary School found similar difficulties. They worked with town council during their "Arrive Alive '86" campaign as a way of generating publicity for the "don't-drink-and-drive" message.

"It's one of the most difficult messages to get across," said Cindy Turner, a Grade 13 student. "People are bullheaded. They think it's not

going to happen to them."

Tracey Shaw, another West Hill student, agreed it was difficult to change people's habits, but "you can't sit back. You have to do something about it."

Some groups resisted their efforts, Tracey said, "but they have to understand we're not trying to stop their drinking, we're trying to stop them from driving afterwards."

Ms. Beard said she hopes all the students take what they learned from the summer and apply it to other activities during the school year.

## Full summer schedule at leadership centre

The tranquility of Lake Couchiching is broken. A whistle blows as a blue-and-white-clad figure dives to the right and with outstretched arm 'thwacks' a volleyball over the net before tumbling to the field.

Nearby, in a converted airplane hangar that masquerades as a gym, bouncing basketballs thump out a rhythm to Aretha Franklin's "Free-way of Love" blasting from a portable cassette player. A few yards away, teenage girls shout encouragement as one of their group hurls herself forward into a long jump pit.

For two weeks in July, this was a daily athletic ritual for almost 200 young women from across Ontario. But there was more to this than just playing sports — these students were learning leadership skills designed to help them and their schools when they return for another year of classes.

For almost 40 years, secondary school students have been attending the Ontario Student Leadership Centre, operated by the Ministry of Education, to develop communication and organization skills, learn co-operation and responsibility, and above all, enrich their qualities as student leaders.

The centre just north of Orillia is not only for the athletically-inclined. There are leadership courses for student council members, music students, and those involved with multicultural issues.

While the students follow a structured timetable during the course, said Trish Hodgins, director of the centre's athletic course for girls, they are also encouraged to come up with ideas to benefit themselves and the small groups into which they break during their two weeks at the centre.

Comments from a number of students near the end of the course indicated they were pleased with this mix of flexibility and structure.

"I've learned that it really pays off to have people working with you," said Pam Buckell, a 17-year-old student at Michipicoten High School in Wawa. "I've learned how to be a real leader, ways to help the student body when I go back to school, and how to organize activities."

She said she looked forward to coming to the centre because it was an opportunity to improve herself as an athlete and as a person. "It takes a lot to be a leader; more than most people think."

Kim MacMillan, from W.C. Eaket Secondary School in Blind River, echoed Pam's remarks. "Even though we're being taught to be leaders, we're taught to be team members."

The 17-year-old says the course

was valuable because staff at her school hope she will use the skills acquired this summer to help support the athletic program there.

"I think one of the important things you learn here about being a leader is how to criticize a person constructively and not destructively," Kim said. She added she was surprised to learn that such things as a sense of humour, patience and friendliness were important elements of being a good leader.

"I've learned self-confidence," said Isabel Desjardins of Sir John A. Macdonald School in Ottawa. "I coach young kids, and I know I'll be a better coach because of this. I'll be able to point them in the right direction and relate to them better."

For Christine Wuensche, a high school exchange student from Bavaria in West Germany, the Leadership Centre was "a great new learning experience." The course was not only a chance to acquire leadership qualities, but it also gave her the opportunity to visit a new country and meet new friends.

She said her principal is looking forward to hearing what she learned at the course and what she can do for her fellow students back home. "I want to help them to learn better just as I've learned here."

Ainslee Press from Glenforest Secondary School in Mississauga said there was "no one thing" that made the course impressive but a combination of many elements such as the counsellors, the centre's location, the classes, and the friendship of the other girls.

"On the bus up here I had second thoughts about coming," Ainslee said. "I was afraid I was going to be homesick, but...you're a stranger here one day, and by that night you really open up and tell people about your life."

Said Kim MacMillan: "It's like these girls here are my family."

She added that the course taught them how to deal comfortably with large groups and gave them the confidence needed to lead their fellow students this year.

Now it's up to them to put into practice what they learned this summer.

Judging from past experience, leadership students have been successful in improving schools across Ontario; this year's students should be no exception.

\* The Centre's Student Council sponsored its Fourth Annual Terry Fox Run on September 20, 1986. The 140 students involved raised more than \$8,700.



Ontario Arrive Alive '86 students promote the "don't-drink-and-drive" message at the Georgian Mall in Barrie.

## Budding conservationists reap benefits from Ontario parks

While the "Arrive Alive '86" students were trying to keep the province's roads safer this summer, 28 more were busy exploring other avenues in nature as part of four conservation projects in Ontario.

The students, aged 16 to 18, were chosen from among 125 candidates to participate in the Junior Conservationist Award Program. Administered by the Conservation Authorities and Water Management Branch of the Ministry of Natural Resources, the program is designed to increase the students' appreciation of conservation and resource management issues.

Seven of the students worked with the Metro Toronto and Region Conservation Authority at Boyd Conservation Area in the Township of Vaughan to compile an inventory survey of selected aquatic and terrestrial habitats.

Another group of seven planned orienteering courses to be used by school groups and the public at the Maitland Valley Conservation Authority's Outdoor Education Centre near Blyth.

A third group contributed to inventory analysis and data collection of wetlands research in the Upper Thames River watershed

near Stratford and developed a management plan for one specific wetland area. The fourth group completed a resource inventory of parts of the South Nation River, southeast of Ottawa, that will be used to design a system of canoe routes and to develop a brochure highlighting points of interest in the area.

All students worked under the supervision of ministry and conservation authority staff. They received a nominal living allowance of \$15, and meals and accommodation were provided.



# Co-op education expanding rapidly

The rapidly-expanding phenomenon of co-operative education has attracted more than 30,000 secondary school students this fall, with more than 100 school boards increasing their involvement.

In co-operation with local employers, educators are bringing workplace relevance into the classroom in every subject of the curriculum.

George King, president of the Ontario Co-operative Education Association (OCEA), says that many students who would otherwise have dropped out of school are the prime beneficiaries of the educational trend.

But university-bound students are also discovering co-op advantages through challenging work placements in top-ranking professional environments and co-registration in higher education.

"Across the province, the dazzling variety of co-operative placements appears as unlimited as the creativity and imagination of the teachers who negotiate arrangements with local employers," Mr. King said.

Favourable news reports have frequently heralded the expansion, often following placement of co-op students in the employ of local newspaper, radio, television and cable outlets.

School boards across the province reacted positively to Education Minister Sean Conway's announcement in January 1986 of a \$13-million incentive program to boost co-operative education. Grant requests were submitted and approved for 103 boards.

"There is no question in my mind that co-op works," Mr. Conway said in that announcement. "The bottom line for co-op is that more than 90 per cent of high school students enrolled in co-operative education programs subsequently find employment or continue their education in college, university or through apprenticeships."

The ministry's incentive fund for co-operative education also provides for transition-to-employment programs to serve the needs of school leavers. About \$3.5 million has already been apportioned for the first year of the three-year funding. In general, the grants were designed to cover a large portion of the salary for a resource person in co-operative education

and to provide assistance to reduce the financial barriers to student participation for items such as transportation.

Keith Waites, the Ministry of Education official in charge of co-operative education, said the incentive funding and other forms of encouragement would likely result in doubling the number of students involved in co-operative education by 1988-89. Similarly, transition-to-employment programs that served about 1,700 students in 1984-85, are projected to expand to serve about 7,000 students by 1988-89.

Of the many excellent proposals submitted by school boards, a prime example is one submitted jointly by two school boards — the Wellington County Board of Education and the Wellington County Roman Catholic Separate School Board.

The joint submission proposed a unique liaison of the two boards for combined administration in co-operative education, establishment of a joint administrative centre to serve both boards with a three-person supervisory team and two support staff.

Following ministry approval of the proposal, a joint administrative centre has been opened at Guelph Collegiate and Vocational Institute, serving the co-operative education needs of both boards.

Mr. King of OCEA also serves as the co-operative education consultant in charge of the joint administrative centre. He said the joint operation has been planned to ensure a consistent and unified approach to local employers, common guidelines and policies.

He and other members of the Wellington County co-op staff have made many presentations to school boards across the province, at faculties of education and at major conferences. (Inquiries concerning OCEA or the Guelph co-op model may be directed to George King, Guelph Collegiate Institute, 155 Paisley St., Guelph, Ontario N1H 2P3; (519) 824-9800).

Another community-wide approach to co-operative education is evident in the success of the Hamilton-Wentworth Co-operative Education Advisory Council, a 22-member group devoted to promoting co-operative education.

Chaired by Florence Sharman, a personnel supervisor for Sears

Canada, Inc., the council includes industry representatives, trustees, school board consultants, community college representatives, teachers, students and parents. It promotes co-op through its publications, audio-visual presentations, workshops for employers, and participation in community events.

The Hamilton-Wentworth Council serves all three school boards in the region: the Hamilton Board of Education, the Wentworth County Board of Education and the Hamilton-Wentworth Roman Catholic Separate School Board.

Jim O'Connor, the Hamilton Board's representative on the council and a past president of OCEA, reports that the council's publications have been distributed widely on requests from across the country. The council's handbook for employers has been particularly well received. Mr. O'Connor frequently delivers presentations on co-operative education at major conferences in Canada and other countries.

(School board officials interested in obtaining copies of the Hamilton-Wentworth council's publications may write to: Florence Sharman, Personnel, Sears Canada Inc., 999 Upper Wentworth St., Hamilton, Ontario L9A 4X5).

Sault Ste. Marie's co-operative education opportunities are promoted by a community-wide group, the Student Education and Employment Committee of the Sault Ste. Marie Chamber of Commerce.

Gerry Michael, co-op co-ordinator for the Sault Ste. Marie Board of Education and a director of OCEA, has promoted co-op education in his city and throughout Northern Ontario. This October he began a secondment to the Ministry of Education to guide the further expansion of co-op in northern boards.

On behalf of the Sault board, Mr. Michael has prepared a Policy Statement for Placement of Co-op Students in Unionized Work Areas, a document developed in conjunction with the Sault Ste. Marie Labour Council. The policy statement forms part of an information package that Mr. Michael is willing to share with other school boards.

(Requests for the Sault co-op package should be directed to The



Julia Robertson, a visual arts graduate from White Pines Collegiate and Vocational School, is shown at the drawing board with the new co-operative education logo. Watching her is Gerry Michael, Co-ordinator of Co-operative Education for the Sault Ste. Marie Board of Education.

Co-ordinator of Co-Operative Education, Sault Ste. Marie Board of Education, 644 Albert St. East, Sault Ste. Marie, Ontario P6A 2K7).

In Belleville, the Hastings County Board of Education has launched a major expansion of co-operative education, with grants from provincial and federal governments.

Lloyd Jones, superintendent of education, said the expansion will provide programs for a full range of student interests and abilities — from agricultural programs in which students spend part of the year working on a farm to programs that give university-bound students an opportunity to work in a professional field. The board is aiming to have at least 350 students involved in the next two or three years, he said.

OCEA advises that opportunities for placements are limited only by availability of community employers and the creativity of the teacher involved.

Mr. King offers some examples of placements in various subjects:

Science co-op: medical laboratories, hospitals, dentists, pharmacists, veterinarians, wildlife interpretive centres, dairy research farms, etc.

Geography co-op: city planning office, land surveyors, cartogra-

phers, architectural consultants, weather offices, etc.

Child care (family studies) co-op: elementary schools, pre-schools and nurseries, developmental centres for the handicapped, day care, homemakers and other social service agencies.

Art co-op: advertising and marketing departments of printing companies, art galleries and illustration services.

Music co-op: advertising and marketing departments of professional ensembles, symphony orchestras, opera companies, musical publications and radio stations.

Physical education: placements in fitness centres and with physical education teachers, athletic trainers, professional teams, aquatics supervisors, parks and recreation management supervisors, hospital physiotherapists and outdoor education consultants.

History co-op: museums, newspapers, radio stations, law enforcement agencies, government agencies.

English co-op: Radio stations, cable TV outlets, newspaper and public relations departments, television stations, bookstores, libraries, etc.

French co-op: teacher aides in French immersion schools, translation agencies, government offices.

## Sheridan introduces new co-op program

Sheridan College has introduced a co-operative education program in general arts and sciences.

The special two-year program, which combines three academic semesters with two work placement terms, arose out of the need to provide students with practical job experience.

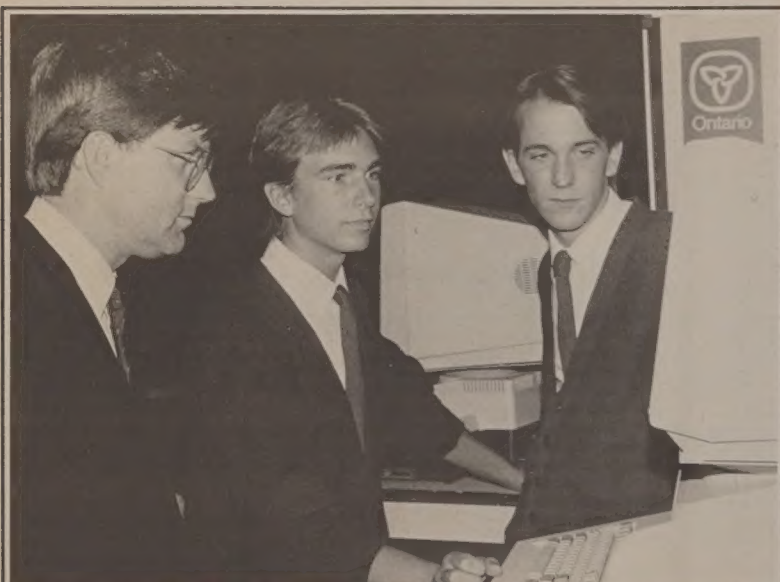
"A lot of students who applied in general arts and sciences didn't really want liberal arts but a method of entering the workforce," said Alix Walden, chairperson of Sheridan's School of Applied Arts. "These students didn't really know what to do."

The new co-op program, offered to a maximum of 30 students at the Brampton campus, gives students a grounding in both academic subjects and career planning in addition to their on-the-job training. "Kids are caught in a Catch 22,"

Ms. Walden said. "They can't get a job without experience, and they can't get experience without a job. Our course combines real work experience and the basics to give students an idea of where to go and how to get there. We want to give them an idea of their options."

In its first year, Sheridan has 18 students enrolled in the program. The students come from a variety of academic backgrounds. Some have already tried other programs and are looking for work placements in such areas as landscaping, fine arts, construction, and flower arranging, said Ms. Walden.

Following the first year of the co-op program, students will be able to transfer to other Sheridan programs in their career area. The basic entrance requirement is an Ontario secondary school graduation diploma.



Education Minister Sean Conway joins students Bruce Murray (centre) and Brad Mills (right) in Ottawa to try one of the Grant Eligible Microcomputer Systems (GEMS). The GEMS were part of Ministry of Education displays this summer at exhibitions in Ottawa, Toronto and London.

Stories for this issue by Mark Kearney, Rob Wooler, Jane Wideman and Elmo Ciprietti.





Equipment assembled by Sheridan College students for the Canadian National Institute for the Blind (CNIB) is being used by some of the organization's more than 400 registered amateur radio operators across Canada. Doing the assembling are (left to right): Chuck Knoflach, Jon Duerdoth, Teaching Master, School of Computer Studies, Stuart Banyard, Mauro Lollo, telecommunications lab technologist.

## Sheridan student efforts aid blind radio operators

Blind amateur radio operators can now tune in and turn on their equipment without outside help, thanks to the talents of Electronics Engineering Technician students at Oakville's Sheridan College.

The six first-year students volunteered their time to assemble voice synthesizer kits for the Canadian National Institute for the Blind (CNIB) Amateur Radio Program. By attaching the voice synthesizer to a standard radio receiver, a synthesized voice reads the dial frequency aloud to enable blind operators to locate their radio position without assistance.

"This wasn't part of the curriculum," says Mauro Lollo, a telecommunications/electronics

laboratory technologist at Sheridan who helped oversee the project. "It was partly a charity project and also a learning experience for the students. It gave them the chance to build something that they had learned about in class."

The CNIB approached Sheridan teacher Jon Duerdoth and his ham radio club about the possibility of building the synthesizers. Mr. Duerdoth, who worked with Mr. Lollo, saw this as a great opportunity for students to get work experience in what was a new course for Sheridan.

The CNIB paid for and provided the necessary supplies, and "we supplied the skill and the time," Mr. Lollo added. It took the students approximately five

hours to assemble each synthesizer.

The CNIB liked what it received and wants the students to assemble more.

A limited number of synthesizers were assembled because the six students involved, Tom Cleveland, Stuart Banyard, Cam Gallant, Chuck Knoflach, Dave Pecar, and Doug Caulfield, were the only ones in the program in 1985-86. This year, however, 25 to 30 new students are expected in the program and will be involved in assembling more synthesizers, Mr. Lollo said.

There are more than 400 registered amateur radio operators in the CNIB across the country. The CNIB's Amateur Radio Program encourages blind persons to become licensed radio amateurs.

## Ontario math whizzes capture silver medals in world competition

Ontario's educational system has produced two international mathematics whizzes.

Steven Siu, 18, of Albert Campbell Collegiate in Scarborough and Ravi Vakil, 16, of Martingrove Collegiate Institute in Etobicoke won silver medals in an international math competition held in Warsaw, Poland this July. It is the first time in the seven years that Canada has entered the competition that so many team members have come from the same province. Four of the six Canadian team members are Ontario winners. Along with Siu and Vakil in Poland were Rocky Lee, 17, of Woburn Collegiate in Scarborough and his roommate, Alexandru Romosan, 18, who placed third in national competition for Grade 13 students.

More than 192 students from 37 countries participated in the 12-day event, which included two days of questions in all areas of mathematics from numbers theory to co-ordinate geometry. The Canadian students were chosen for their teams from annual math competitions for grades 9 through 12, sponsored by the Canadian Mathematical Society.

For Steven Siu, who placed second in individual competition in Warsaw, it was the first time he was able to demonstrate his math ability at an international competition. He credits his success to a good basic grounding in high

school mathematics and a lot of independent study.

"The questions required a knowledge of math from high school level to university," he says. "You needed a bit of ingenuity to answer the questions. You used whatever methods you could. There could be 10 different solutions to one question, for example."

Before leaving for Warsaw, Steven participated in a three-week training session offered by the University of Waterloo. Winning this year has meant a chance to compete again next year in Cuba.

Like Steven, whom he joins in Cuba in 1987, Ravi Vakil feels his school training has given him the competitive edge.

"I have had a series of good teachers, especially in math, from grade 7 on," he says. "Our school, which placed very high in the national competition, really prepared us for Warsaw." Ravi qualified for the six-member Canadian team by placing third over 367,000 American students in the USA Mathematical Olympiad.

"We have a relatively small country, population-wise, so I think we did pretty well in Poland," Ravi says. "Our grade 13 math tends to be at a higher level than other countries' systems. We always place well, so this shows we're in a class with other countries, which are far bigger and have more money to spend on education."

## Overlea math program wins K. D. Fryer award

The mathematics program at Overlea Secondary School in East York has been honoured with the Kenneth D. Fryer Award.

The award, given by the Ontario Association of Mathematics Education, is presented for "excellence in mathematics education as well as contributing to the overall development of students beyond classroom activities."

Domenic De Felice, a vice-

principal at Overlea and former math department head, says receiving the plaque is important because it recognizes Overlea's commitment to excellence over a number of years, not for just one year. "It's quite a prestigious award. Just like winning an Oscar."

The award is named for the founder of the mathematics faculty at the University of Waterloo.

## Conferences - Workshops focus on Junior Division

School boards in the Ministry of Education's Central Ontario Region are highlighting their commitment to the needs of students in Grades 4, 5, and 6.

Educators and administrators throughout the region are conducting conferences, workshops and special programs designed to increase awareness of the needs of children in these formative years, said Doug Gruber, a Central Region education officer.

These meetings are part of a renewed thrust to create child-centred classrooms — educational environments with flexible teaching strategies focusing on the different learning rates of students.

The *Formative Years and Education in the Primary and Junior Divisions* outlined the policy for junior division education in the 1970s, but a provincial review report, released in 1985, revealed that implementation levels of these curriculum guidelines varied widely across the province.

Entitled "Education in the Junior Division: A Look at 42 Schools," the report concluded, "the policy philosophy, goals, aims and specific learning opportunities recommended in those publications have been implemented to a high level in the junior divisions of only a few schools."

In recent years, Mr. Gruber said, "there has been a lot of emphasis on the primary division, and with OSIS, a lot of attention has been placed on the intermedi-

ate and senior divisions. The junior division — the sandwiched division — has been overlooked."

To overcome this, the report recommended that the ministry give added assistance in the area of implementation of new policies.

In the Central Region, a Junior Division Project Team composed of five education officers — Florence Scroggie, Ron Benson, Win Procyshen, Marilyn Ransby and Mr. Gruber — were assigned to an advisory board to meet with specific school boards. "We visited boards to see in what ways the ministry could get involved in drawing more attention to the junior division," Mr. Gruber said.

"The advisory board organized a presentation on the junior division based on the findings of the provincial review, then it canvassed boards for resource material and people," said Ms. Scroggie.

"That usually sparked an interest," she said. "As a result, they asked me out to the schools to work with them on more effective programming."

The regional office and the school boards also established regional and local networks to share ideas on program and implementation.

"The boards really picked up on it, holding professional development days, staff consultations, and they kept us, and each other, informed of their progress," said Ms. Scroggie.

On a region-wide level, three

one-day conferences for superintendents were held, while two aimed at principals are scheduled for the fall.

Principals in the western section of Central Region were to attend conferences at Peel Board of Education on Oct. 21 and Nov. 19. The same conferences were slated for Oct. 28 and Nov. 25 at the Metro Separate School Board for eastern section principals and principals of francophone schools.

"We made a very good start," said Ms. Scroggie. "What has happened this year is that the whole business of junior division programming and what it should entail have been highlighted."

## OISE conference to focus on the exceptional child

A showcase of the best teaching and programs available for exceptional schoolchildren in Ontario will be the focus of a conference sponsored by the Ontario Institute for Studies in Education (OISE).

The conference, "Exemplary Practice in Special Education in Ontario," will be held at OISE December 3 to 5, 1986, as part of the Institute's 20th anniversary.

Teachers will make the majority of the presentations on such subjects as classroom techniques, curriculum innovations and school or class organization. The empha-

sis will be on successful programs that can be communicated to, and adapted or copied by, other teachers.

In addition to the workshops, lectures and demonstrations planned for the conference, visits to exemplary programs in the Toronto area will be arranged for delegates.

Conference details were to be sent to all school boards in late September. Registration is \$100 for the entire conference; \$40 for single-day attendance.

## Teachers elect new president

Doug McAndless has been elected president of the 108,000-member Ontario Teachers' Federation (OTF).

Mr. McAndless, a teacher for 32 years is a past president of the Ontario Public School Teachers' Federation, one of OTF's five affiliates. He sees the adequate funding of schools, particularly at the primary and junior levels, of paramount importance to education.

"It is imperative that our classrooms, at this level, be pleasant

places of learning. They must also provide the challenging and experimental environment more commonly expected at the high school level. We need the materials to create such an environment and the cost is considerable."



Doug McAndless

The new OTF president intends to make a strong appeal to the Treasurer of Ontario in the federation's annual brief on education finance. "We need appropriate funds to properly implement special education," he said. "We also cannot delay equipping our primary classrooms with the technology to which so many of the more affluent students have access in their own homes."